

# RSHE Policy

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Approved by the Governing Body on:  
12<sup>th</sup> September 2022

## CONTENTS

Document Control.....	3
Authorisation .....	3
Change History .....	3
Document References.....	3
Distribution List.....	3
Introduction.....	4
Purpose.....	4
Background.....	4
Abbreviations .....	4
Policy .....	<b>Error! Bookmark not defined.</b>

## DOCUMENT CONTROL

### Authorisation

Authorised by:

Date:

### Change History

Editor	Comment	Date	Version
N. Grant	Update and amend PSHE policy.	18.5.12	
M. Gibbons & T. Farrelly	Minor amendments made.	31.5.12	
Full Governing Body	Final Approval		
J. Squires	Rewritten in accordance with new curriculum	20.06.18	
J Stawman	Minor amendments made	20.06.18	
J Stawman	Policy re-written using Croydon model policy from Zoe Barkham to meet introduction of statutory RSE from September 2020.	10.07.20	
J Howland	Minor amendments made	Sept 2022	
LGB	Approved by the LGB	Sept 2022	

### Document References

#	Title	Date	Version
	Healthy Schools Model Policy	2010	
	PSHE Policy	2018	
	PSHE Policy	2020	

### Distribution List

Name	Date	Method
Local Governing Body	Sept 2022	SharePoint
All teaching staff	June 2018	Staff Meeting

# INTRODUCTION

## Purpose

To inform the teaching and learning of RSHE at Courtwood Primary school. The policy will be available to all teaching staff, governors and parents via the school website.

### Introduction and definitions

This policy covers the teaching of Relationships and Sex Education in our school. It also covers Health education. You may also hear it referred to as Relationships and Health Education, but as we wish to be clear about all aspects of this curriculum, we have decided to call it Relationships, Sex and Health Education

For convenience, in this document we will call the subject RSHE.

## Background

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy via a school online survey and were also provided with a presentation online outlining the changes and requesting their views.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

We define **Relationships education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that children are not stigmatised due to their home circumstances.

Children will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing, as well as how to recognise when they are at risk or abuse and exploitation. We will ensure that children know how to seek help if they feel they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and so on.

**Relationships education** will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

**Health education** aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods.

**Sex education** at primary school teaches children basic scientific facts about how humans and other animals grow and reproduce.

## Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social and Health Education
SoW	Scheme of Work
RSHE	Relationship, Sex and Health Education
CP	Child Protection
CAMHS	Children and Adolescent Mental Health Service
SEN	Special Educational Needs

## **How does RSHE fit into the Personal, Social and Health Education framework at Courtwood Primary School?**

Relationship, Sex and Health Education is supported by our wider curriculum for Personal, Social and Health Education through the PSHE Association scheme of work. Pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experiences of adult life. This is planned with regard to the Healthy Schools Standard and the National Curriculum framework for PSHE and Citizenship and Science at Key Stages 1 and 2.

The aims of relationships and sex education (RSHE) at our school are to:

1. Provide a framework in which sensitive discussions can take place
2. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
3. Help pupils develop feelings of self-respect, confidence and empathy
4. Create a positive culture around issues of sexuality and relationships
5. Teach pupils the correct vocabulary to describe themselves and their bodies

RSHE forms part of our PSHE curriculum and is taught throughout all key stages. See also PSHE Policy.

## **Why have we written this policy?**

Although schools have been teaching this kind of lesson for many years, it is only since the Children and Social Work Act of 2017 that there has been a legal requirement for RSHE to be delivered. This means that we need to update our approach and to review the content of our lessons.

## **Why is RSHE being taught?**

The curriculum for this topic was last updated in 2000. Since then, there have been huge changes in society and technology which mean there is a need to update the way we teach our children to negotiate the world in which they are growing up.

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to.

Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help.

All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans.

## **How will we decide if a topic or activity is age-appropriate?**

We will use the tool at Appendix 2 when selecting a topic or resource to check that it is age appropriate.

It may be necessary to deliver a topic earlier than planned in response to children's needs – for example, if there is a need to respond to local or national events that are causing concern, or if children are reaching puberty early. We will inform parents in these cases before the lessons are delivered.

## **Who is responsible for overseeing this subject in our school?**

### **The governing board**

- The governing board will approve the RSHE policy and hold the Principal to account for its implementation.

### **The Principal**

- The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The named people responsible are Mrs N Grant – Principal and Mrs C Cook – PSHE/RSHE Lead.

## **Who will deliver RSHE?**

RSHE will be delivered by class teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the children's needs
- Deliver by teachers means that the themes of RSHE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support

We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

## What will be taught?

Courtwood Primary School: PSHE and RSHE Curriculum Overview									
	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



- *Relationships Education* is designed to teach children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop tolerance of other people, and to understand the importance of respect and kindness.
- *Health education* - Health education covers the way our physical and mental wellbeing are interconnected.
- *Sex education* - Sex, puberty and reproduction are delivered through the science curriculum, which builds understanding from year one onwards. Not every year group will study topics related to sex and reproduction.

The RSHE curriculum objectives that children must have learned about and understand by the end of primary school can be viewed in Appendix 1.

## Statutory National Curriculum Science

At Key Stage 1 the content includes:

- Knowing that animals including humans, move, feed, grow, use their senses and reproduce
- Being able to recognise and compare the main external parts of the bodies of humans
- Knowing that humans and animals can produce offspring, and these grow into adults
- Being able to recognise similarities and differences between themselves and others and to treat others with sensitivity.

At Key Stage 2 the content includes:

- Knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- Knowing about the main stages of the human life cycle and how humans develop with age (puberty)
- Knowing about the reproductive process and naming the organs involved

At Courtwood, sex education (sex, puberty and reproduction) is delivered through the science curriculum and through over-lapping areas within the PSHE and RSHE curriculums.

Sex education that is delivered outside of science or relationships and health education constitute one-off sessions delivered in the summer term of Year 5 and Year 6. These sessions recap content from the science curriculum but may in addition address:

Sexual reproduction in humans - <i>Sperm and egg needed to make a baby</i> - <i>Conception, including IVF</i> - <i>Sexual intercourse</i> - <i>Birth</i>	When learning about human sexual reproduction in science pupils might also be given context – see below.
Context of human sexual reproduction and sexual intercourse - <i>Reproduction is adult; requires physical and emotional maturity,</i> - <i>Legal age of consent to sex</i>	Relationships Education includes that pupils should know: ‘that families are important for children growing up because they can give love, security and stability’.

Parents will be made aware of these sessions in advance, and materials used within them will be shared with parents also. These will be the sessions from which families may choose to withdraw their child.

There is no statutory guidance that sets out sex education content but refers to sex education as including how a baby is conceived and born:

*'The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.* (paragraph 67, statutory guidance on RSHE, 2019)

### **Schemes of Work and lesson plans**

All our school schemes of work covering these topics will be available on our school website (Programme of Study for PSHE Education Key Stages 1 – 5 and Programme Builders for PSHE Education – both from The PSHE Association) These will give full details of lesson outcomes and link to resources that may be used to deliver each area.

### **Who will monitor the delivery of RSHE, and how will learning in RSHE be evaluated?**

The delivery of RSHE is monitored by Jen Squires (SLT) and Clare Cook (PSHE and RSHE Lead) through a combination of informal lesson drop-ins, work scrutiny and staff and pupil and parent feedback. Teacher assessment and pupil self- and peer assessment will also contribute to evaluation of learning.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

### **Right to withdraw children from lessons**

There is no right to withdraw from Relationships education, or from sex education that is delivered as part of the Science National Curriculum. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if children are to grow up into happy and healthy adults. The school will inform parents/carers about the RSHE content covered in each year group, annually. In addition, a letter will be provided with a brief overview, both sent home and available on the school website.

Parents do have the right to withdraw their child from sex education that is delivered outside of the Science National Curriculum.

Parents who do wish to withdraw their child from sex education that is being delivered outside the national curriculum should contact the Principal to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Principal to explain the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the meeting, but such requests will be granted and children provided with alternative learning whilst sex education is being delivered.

### **Answering Questions:**

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain

about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

### **Distancing Techniques:**

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

### **Children that start puberty prior to Year 5**

For those children that begin to develop/start puberty early, teachers will discuss with parents if they require any support for themselves and their child. If the parent requests, a teacher will talk to the child and deliver the topic early.

### **Equal Opportunity**

Courtwood Primary School is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasion where pupils with Special Educational Needs and Disabilities (SEND) will be given extra support from staff.

### **Child Protection**

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect RSHE which brings an understanding of what is and is not acceptable in a relationship. RSHE may lead to a disclosure of a child protection issue.

### **Confidentially**

If a member of staff (teaching or non-teaching) suspects there to be child protection issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the designated Child Protection member of staff, and use the procedures set out in the schools Child Protection policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The named person at Courtwood Primary is the Principal, Natasha Grant.

## **10. Review and consultation**

This policy will be reviewed every year. It will be reviewed by the governing body and the Principal, in consultation with parents and staff. This will be done through documents shared on the school website and sent to parents when required.